

Effective Teacher in Education

Ms. Marwa Alrihili

Taif University

marwa.alrihili@gmail.com

Mr. Ahmed Alrehaili

Public Security

ahmed.s.alrehaili@gmail.com

Abstract

The main purpose of this study is to find out the quality of teacher's impact on students learning. The major outcome of the study is to identify an array of instructional practices, that will yield a demonstrated and teacher quality based on ways that are linked to improvement in the student achievement. In the future, this study will help new teachers and low teachers ability to realize how to be effective teachers and how to enhance their students' achievements. In addition, in this study, principals, teachers, parents, and students are the participates. Two principals, eight teachers, eight parents who have children in schools and they observe their progress, and ten students in each (4th,5th,6th grade). The primary question in the survey was what are the characteristics of an effective teacher? The secondary question was how does educational credentials level impact from one teacher to another? In this study, the validity is increasing to be sure to record data accurately, engage in persistent and prolonged observation, triangulate data sources are the ways to increase the validity. The findings indicate that how the qualities of teacher can impact positively students' achievements in lifelong education.

Search Criteria

A lot of research was devoted towards identifying various articles for the study. This involved exploring various journal articles on teacher's effectiveness in education. Most of the journal search engines had too little to offer on articles as some required payment or a login password and user name to access the articles. On the other hand, some of the articles that I could access provided insufficient information on, the topic of discussion. Hence it required a further search. The main search engines I used to obtain research materials for the literature review included the sage online, google scholar and escudos online research database.

Synthesis of Literature Reviewed



المؤتمر الدولي لتأهيل وتمكين القيادات التربوية لتحقيق التميز المؤسسي
خلال الفترة من ٢٣ - ٢٥ - صفر ١٤٤٣ هـ الموافق ١ - ٣ أكتوبر ٢٠٢١ م

We saw that many of the studies provided a critical information about the qualities of teacher and how they impact on students' achievements. on the same time, we observed all these searches used different methods to prove this fact. These researchers compounded on how teacher only have a great power effectiveness to increase students' achievements so, they should improve their teaching skills and qualities to develop the students learning inside and outside a classroom. In our study, we maintain the important qualities that will enhance teacher to acquire effective teaching qualities. It included: Provide lifelong education career, are reflective in their teaching and thinking, Supportive and authoritative, Ability to implement new ideas in instructional practice, Competent in their profession, Knowledgeable well trained in the profession, Performance oriented, can make informed decisions, and are more experienced. Major Themes discussed in the literature review are in [Appendix A]

Literature review

This paper provides a review of the literature on education relating to teacher behavior to effective teaching in education. In this literature review, special attention is paid to the instructional methods and procedures utilized by the teacher to influence the students' achievement. The paper synthesizes the relevant research detailing what is needed to implement and evaluate effective teaching training programs and outlining how to obtain the data necessary to determine whether a teacher is effective. The major outcome of the study is to identify an array of instructional practices, that will yield a demonstrated and an effective teacher based on ways that are linked to improvement in student achievement.

Provide lifelong education career:

Evidence shows that effective teachers are the most important in-school contributors towards student learning. The highly effective teachers have an enriching effect on the academic lives of children. They contribute to the

lifelong educational and career aspirations. Studies have substantiated this idea whereby the effective teacher has a whole range of personal and professional qualities that are associated with higher levels of student achievement. For example, an effective teacher has that verbal ability, content knowledge, certification status, and the ability to use a range of teaching strategies skillfully to affect the students learning. This is based on the



high performance-based standards as pre-service teachers

A key indicator of an effective teacher in education is based on a powerful paradigm for teacher education which can be developed by the construct of teacher efficacy. This has been known to have demonstrated such a consistent relationship to student achievement. According to Ashton, (1984) the teacher education program should aim at the development of teacher efficacy. It should include the essential components of a motivation change program. These would help in developing teachers who possess the motivation essential for effective classroom performance. (Ashton, 1984; Stronge, Tucker, &Hindman, 2004)

Are reflective in their teaching and thinking:

According to Ashton, (1984) an effective teacher's main goal is to determine ways to enhance the lives of children at the same time enhance the lives of those professionals who work within educational systems. This can be directly linked to the professional growth and development of teachers; hence the effective teachers will develop new knowledge directly related to their classrooms and promotes reflective teaching and thinking.

Supportive and authoritative:

Strong (2009) suggests that the effective teacher is a well-known authoritative figure in providing classroom instruction. Therefore, being the effective teacher he or she offers the most comprehensive, up-to-date mentoring and induction support for new teachers. Thus ensures teacher quality, teacher effectiveness, and teacher development. As a result, the effective teacher is supportive of their peer. The effective teacher, in this case, will be teachers in charge of their craft, and will be able to reinforce the link between practice and student achievement. (Tomlinson, &McTighe, 2006)

According to Stronge, Tucker, &Hindman, (2004) effective teachers are the key to a high-quality school. Unfortunately, the effective teachers are hard to come by in low-quality school. This is because the teachers have emergencies credentials and are without regular certification, even though it appears to be declining over time. Most educators would agree that they are responsible for student learning, but the profession as a whole has avoided evaluations based on measures of student learning, hence raising a question on assessing teacher success with students

Moreover, Stronge, Ward, & Grant, (2011) suggest that in order to assess teacher



effectiveness it will require coming up with fair approaches for the assessment. This involves an unflinching look at both the legitimate concerns that have driven the avoidance of results from the orientation in the past and the promising possibilities that make teaching more attractive in today's learning environment. The obstacle here is that many teachers lack readily measured attributes of effective teachers. (Stronge, Ward, & Grant, 2011).

Ability to implement new ideas in instructional practice:

On the other hand, the effective teacher educators have a crucial role to play in maintaining and improving - the quality of the teaching workforce. They have the ability to implement new ideas and learning new things, of which give the teachers ownership of effective practices. This is a significant factor in ensuring that suitable candidates are attracted into the teaching profession and that teachers possess and maintain the relevant competencies they require to be effective in today's classrooms. Moreover, the effective teachers are able to manipulate the ideas and enhance their assimilation of the information and align the concepts presented with the current curriculum, goals, or teaching concerns. Hence it requires the prior identification of the professional competencies needed by teachers at different stages of their careers. (Stronge, Tucker, & Hindman, 2004; Minor, Onwuegbuzie, Witcher, & James, 2002)

Competent in their profession:

Professional competence frameworks can also be used to define the effectiveness teachers. The effective teacher raises quality standards, by defining the knowledge, skills, and attitudes that they gain in the fields of vocational education and training (VET) and adult learning. Similarly, the teacher educators can benefit from frameworks of this kind. Hence by providing teachers with the necessary skills, knowledge, it will enhance this practice, and effect positive changes concerning the educative goals of the learning community. (Minor, Onwuegbuzie, Witcher, & James, 2002)

Knowledgeable:

The effective teachers are also able to leverage that knowledge to devise creative solutions. They can come up with a comprehensive teaching strategy targeted at improving the school's performance. Hence are committed toward achieving success. Currently, the key educational stakeholders from the government have recently advocated that a passing score on a test of subject matter knowledge and a background check are all that is needed



to become an effective teacher. Moreover, they have embraced approaches that permit teachers with no preparation in pedagogy or child/adolescent development to be classified as “highly qualified. This is based on the assumption that they are able to pass a test of subject matter knowledge which is also considered as the licensing exam. However, researchers argue that, even though the content knowledge is important and necessary, it alone cannot determine whether the teacher is effective. Hence it requires the parallel development of teaching knowledge that is specific to the content being taught. (Acheson, & Gall, 1987; Ramsden, 2003)

Well trained in the profession:

In addition, the policies adopted by the state regarding teacher education may create an important difference for teaching and learning in the state hence leading to having an effective teacher in education. The effective teachers usually have high-quality pre-service teacher preparation. This ensures that the teacher is able to receive knowledge and skills training needed for effective teaching in today’s heterogeneous classrooms. As a result, many professional development schools served as a norm for teacher induction. The teachers receive a foundation of knowledge on which to base their practice. Under competent supervision, they become increasingly effective. (Acheson, & Gall, 1987; Minor, Onwuegbuzie, Witcher, & James, 2002; Teitel, 2004)

On the other hand, Moir, (2005) suggests that the new policies need to be enacted to empower local superintendents and principals to use that information to recruit better and distribute highly effective teachers. The states can take actions to pump up the supply of stronger teachers by using data on the effectiveness of graduates to improve teacher training programs, thus expanding those training that produce strong teachers and shrinking or closing those that do not. (Hargreaves, 1994)

Performance oriented:

Research suggests that effective teachers can be identified from the value added to student achievement, although there are limits to the accuracy of doing this. Moreover, a teacher's effectiveness is distinguished within broad ranges, i.e., bottom, middle, or top where a teacher’s effectiveness is based on the value added and better subjective evaluations by principals, supervisors, and peers. This helps in improving student achievement while incorporating performance information of all sorts into our



management decisions. (Sanders, Wright, & Horn, 1997; Darling-Hammond, 2000) Furthermore, identifying effective teachers in education should be based primarily on teachers' effectiveness in promoting student learning, which is supported by evidence of classroom teaching practices known to contribute to greater student learning. An effective teacher, in this case, is considered based on their raw capacity to use value-added techniques to measure teachers' contribution to their students' academic progress. The effective teachers may choose to work in the most challenging schools and often sacrifice pay and professional status as they provide effective instructional leadership, and opportunities to collaborate learning in meaningful ways. (Tomlinson, &McTighe, 2006; Davis, & Thomas, 1989; Gordon, Kane, &Staiger, 2006).

Are able to make informed decisions:

As a result, Haycock, &Hanushek, (2010) suggests that the policymakers can free up resources to attract effective teachers and impact on student achievement. Financial incentives would have a positive impact on teacher distribution and at the same time help retains teachers in hard-to-staff schools, this help convinces highly effective veterans to transfer and effective teachers take up on more challenging jobs in the education institutions. Therefore, providing incentives is considered important in paying teachers with proven effectiveness, hence a motivator for continuing high performance.

The teachers, in this case, should be given teaching resource that will empower them in making informed decisions about their own schools and classrooms. This will also enable them implement practices that best meet the needs of their students, and complement their particular teaching philosophy and instructional style. For example, this can be achieved by transferring high-performing principals into targeted schools. This will allow them to handpick a team of strong administrators, and gave them the opportunity to recruit up to five highly effective teachers from a roster of volunteers identified and recruited by the district. This team of a highly effective teacher is then given substantial financial incentives, but, just as important, all were offered the opportunity to work with a team of teachers and administrators committed to achieving success. (Gordon, Kane, &Staiger, 2006; Haycock, &Hanushek, 2010).

According to Haycock, &Hanushek, (2010) initiating school accountability systems provide a positive direction towards creating effective teachers in education, and this can be linked to the growth in student learning. If the effective teachers and a school



administrator are rewarded with higher salaries, then the education can be effective. Hence it should be rewarded by the demonstrated effectiveness, so as to expect improvement in the education sector, therefore, the education stakeholders should be focused on improving student outcomes and this can only be achieved when there is only direct and available information on teacher effectiveness. This will help guide rewards and management decisions (McKenzie, Santiago, Sliwka, & Hiroyuki, 2005).

Are more experienced:

Furthermore, Haycock, & Hanushek, (2010) suggest that the effective teacher offers satisfactory job and are more experienced in the profession. For example, research indicates that the first-year teachers tend to be less effective than those with even a little more experience. Therefore, the more they gain teaching experience, the more effective they become in the profession. Because of their experiences, they have the ability to serve in highly disadvantaged populations, hence impact on the students learning in these institutions.

Purpose:

The main purpose of this study is to find out the quality of teacher's impact on students learning. The major outcome of the study is to identify an array of instructional practices, that will yield a demonstrated and teacher quality based on ways that are linked to improvement in the student achievement.

Participants and Context of Study

In this study, principals, parents, teachers, and students are the participants. Two principals, eight teachers, eight parents who have children in schools and they observe their progress, and ten students in each (4th, 5th, 6th grade) from two Elementary Schools which are Irving Elementary School in Winfield, KS and The Fourth Elementary School in Yanbu.

Interviews will be conducted with two principals from each school (Irving/Fourth).

Interviews will be conducted with five teachers from each school (Irving/Fourth).

Interviews will be conducted with five parents who have children in each (Irving/Fourth) schools and they observe their progress.



Survey will be conducted with ten of (4th,5th,6th grade) upper elementary students in each (Irving/Fourth).

Teachers will be asked some questions during the classes' observations.

The interview form is attached in the Appendixes [Appendix B]

The Survey form is attached in the Appendixes [Appendix C]

Students and parents will not be exposed to any potential harm a consent form will be given to all participants for permission to be involved. This consent forms are attached in the Appendixes (Appendix D for the parent). (Appendix E for the students).

Plan of Intervention

In this study the data will be collected through survey, (face-to-face, Written/voice) interview, and class observation. The survey will be through creating multiple questions about the qualities of effective teachers. The Survey will be with ten of each (4th, 5th,6th grade) students. We will ask them about their opinions around how the qualities of teachers can increase their achievements in the classroom. We will get them the form before starting the class. We will be sure to take a permeation from the teacher. In addition, the face-to-face interview will be with Irving Elementary School's principal, eight teachers, eight parents who have children in Irving school and they observe their progress. Also, class observation for three teachers of (4th,5th,6th grade) from Irving Elementary School. On the other hand, the written or voice interview will be with Fourth Elementary School's principal, eight teachers, eight parents who have children in Fourth school and they observe their progress. Also, class observation for three teachers of (4th,5th,6th grade) from Fourth Elementary School.

The interview questions for the principals, teachers, parents are: What are the characteristics of an effective teacher? How do educational credentials impact students learning from one teacher to another? Regarding for those ways of collecting the data, we will collect the result from different perspectives ages and we will share the results so that the teachers can see how the teacher qualities enhance students' achievements.

In this study, Ahmed and Marwa will collaborate to collect the data and the result. Ahmed will do the interview and observations, collect the surveys from Irving Elementary School



in Winfield KS. Marwa will do the interview and collect the surveys from Fourth Elementary School in Saudi Arabia by using What's up program. Also, she will do the observation class when she back to Saudi Arabia.

Data Collection Strategies

The data will be collected through three methods: Interviews, class observation, and surveys. Baseline data will be collected from two Elementary Schools in two big countries which are United States and Saudi Arabia. The data will be collected during the principals, teachers, parents interviews as well as data collected from the surveys with upper elementary (4th,5th,6th grade) students.

Those interviews, class observation, and surveys will show main aspect of teacher's impact on students learning.

First question: What are the characteristics of an effective teacher?

1) Research member will do an interview with our two principals from Irving Elementary School at Winfield, KS and Fourth Elementary School at Saudi Arabia in Yanbu. The process will take 5 to 10 minutes with Irving Elementary School's principal. On the other hand, it will take 1-2 days with Fourth Elementary School's principal by using What's up program. We will ask them about the characteristics of an effective teacher.

2) Research members will do face to face interview with four teachers from Irving Elementary School in Winfield, KS. We will spend approximately, 5 to 10 minutes with each teacher. Also, we will do written interview Also, we will do written interview with four teachers from Fourth Elementary School in Yanbu by using What's up program. The process will spend 1-3 days due the difference time and the way used. We will ask them about the characteristics of an effective teacher.

3) Research members will do face to face interview with four parents from Irving Elementary School at Winfield, KS. We will spend approximately, 5 to 10 minutes with each parent. Also, we will do written interview with four parents from Fourth Elementary School in Yanbu by using What's up program. The process will spend 1-3 days due the difference time and the way used. We will ask them about the characteristics of an effective teacher.



4) Research members will observe three elementary classes (4th,5th,6thgrade) to see how the qualities of teacher impact to student achievement. The observation will get 20 minutes in each classroom.

(Appendix A)

Second question: How does the educational credential level, effectively impact from one teacher to another?

1) Research member will do an interview with our two principals from Irving elementary school at Winfield, KS and fourth elementary school at Saudi Arabia in Yanbu. The process will take 5 to 10 minutes with Irving elementary school's principal. On the other hand, it will take 1-2 days with Fourth Elementary School's principal by using What's up program. We will ask them about how the educational credential level, effectively impact from one teacher to another.

2) Research members will do face to face interview with four teachers from Irving Elementary School in Winfield, KS. We will spend approximately, 5 to 10 minutes with each teacher. Also, we will do written interview with four teachers from Fourth Elementary School in Yanbu by using What's up program. The process will spend 1-3 days due the difference time and the way used. We will ask them about how the educational credential level, effectively impact from one teacher to another.

3) Research members will do face to face interview with four parents from Irving elementary school at Winfield, KS. We will spend approximately, 5 to 10 minutes with each parent. Also, we will do written interview with four parents from Fourth Elementary School in Yanbu by using What's up program. The process will spend 1-3 days due the difference time and the way used. We will ask them about how the educational credential level, effectively impact from one teacher to another.

4) Research members will observe three elementary classes (4th,5th,6thgrade) to see how does the educational credential level, effectively impact from one teacher to another. The observation will get 20 minutes in each classroom.

(Appendix A)



Baseline data will be gathered from two elementary schools in two big countries which are United States and Saudi Arabia. The first school is Irving Elementary School in Winfield, KS. The second school is Fourth Elementary School in Yanbu Industrial. The participants will be two school principals who have a great and clear picture about what the qualities that educators should have to improve students' achievements and four teachers from each school who can share with us their experiences and opinions. We will also include elementary (4th, 5th, 6th grade) students who can explain how teacher qualities can enhance students' achievements. In addition, class observation of three elementary classes (4th, 5th, 6th grade) in each school

(Irving/Fourth). Finally, parents who have some knowledge about their child's teacher will be asked how those teachers effect their students learning positively.

Plan for increasing validity

To increase the validity of this study, the focus is to ensure that the data collection strategies are credible. This is achieved by establishing steps in the data collection plan. Therefore, to achieve this, it will be critical to apply the following steps to increasing validity. This includes:

Be sure to record data accurately:

Accurate recording during your action research study is critical. You must plan for ways to record as much information as possible when important event occurs. For example, in our action we will use observational records, field, notes, and notes from intervening. It can be helpful to records part of our study, using either audio or video, so that we can revisit events and conversations, and record them accurately.

Engage in persistent and prolonged observation:

A prolonged observation would ensure that the data is collected for the longer period. This is because the more data is collected and in the process, it will help in interpreting the true effects of the learning intervention. Therefore, through prolonged observation, it will also help determine whether the intervention is effective after the newness of it wears off. Also, enough data will be collected to ensure the credibility of the study. In our observation, we will observe two classes of each 4th, 5th, 6th grad in each Elementary Schools which are Irving Elementary School in Winfield KS and Fourth Elementary School in Yanbu



Industrial. We will interview two principals, eight teachers, and eight parents who have children from these elementary schools. Moreover, survey method will be for upper elementary students (4th, 5th, 6th grade) who can complete a survey where they can distinguish between the characteristics of an active teacher or inactive teacher.

Triangulate data sources:

This will include collecting data from multiple sources such as interviews, class observations, and surveys. The use of multiple sources would, therefore, help corroborate the findings of the data. For instance, the use of students' surveys, include ten of each (4th, 5th, 6th grade), observe three different level (4th, 5th, 6th grade), interviews with two principals, eight teachers, and eight parents. All the process they will take approximately a week. It should also be fair and necessary hence increasing the credibility of the findings. Therefore, in conducting the study that plans are to ensure that the students are made aware of the study to get they agree to participate in the study. They will, therefore, fill the consent form.

Projected Results

Unfortunately, research members could not complete the research and result because of some circumstances. However, if we could complete this research, we will help to increase the quality of teachers' impact on student learning and how those kinds of teachers have a powerful impact on student progress. Also, we would discuss how the educational credential levels impact from one teacher to another. In addition, the research would examine students' perspectives about how effective teachers affect positively in their learning. Also, the search will have a part that talking about the qualities of effective teachers with including the parents who are observed their children progress. Moreover, input from the participants in the study will be used to continue to emphasize the importance of the quality of teacher's effectiveness in the educational process. Finally, research members expected that the new teachers and teachers who desire to improve their teaching styles will get many of beneficial of our study because it has rich information that helps to have a powerful impact on their teaching skills.



Conclusion:

Currently, if the goal of having effective teachers in education were to be achieved there should be a clearer judgment about teacher effectiveness. This will be key towards raising achievement while focusing on taking actions based on it. In addition, the policymakers need to make these schools much more attractive places to work, including but not limited to improving financial compensation. Providing strong incentives would be increasingly possible, as it becomes the centerpiece of improving teacher quality in urban schools and the most disadvantaged schools. Providing larger financial incentives to teachers would be critical in ensuring that we attract and retain strong teachers in high-need schools. Also, effective teachers contribute to their lifelong educational and career aspirations for the students. They possess a long range of personal and professional qualities that are associated with higher levels of student achievement. The standards require teacher education programs to be well-structured and staffed by an experienced and well-Teacher efficacy educated faculty.

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